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ABSTRACT

The module described in this document is part of a series of instructional modules on sex-role stereotyping in education. This document (including all but the cassette tape) is the module that examines how sex-role expectations and stereotypes can limit the development of girls and boys. Suggestions are provided for analyzing books, teaching materials, personal behavior, and attitudes to help educators provide a more positive influence on children. (Author/MLF)

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A NEW BEGINNING:
ELIMINATING SEX STEREOTYPING IN EARLY CHILDHOOD EDUCATION

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U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
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EA 012 935

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INSTRUCTIONS

The enclosed module on sex stereotyping in early childhood education is composed of a 30-minute tape, six transparency masters and six handouts with a bibliography. The module is designed so that it can be used independently or to supplement an existing instructional unit.

The module was developed to facilitate discussion as well as to present information. Several times during the tape the group is requested to stop the tape recorder and participate in an activity. It is suggested that, at that time, the instructor or group leader stop the tape recorder and initiate the activity. When the discussion of the activity appears to be winding down, the tape should be started again. The unit, with activities, should take between one and two hours. We strongly recommend that the instructor or group leader listen to the tape before using it and write down possible points to be shared with the group during the discussions. We think the module is a good one, but it is only as effective as your group discussion and participation make it.

There are six transparencies that go with the tape: 1) Right and Proper: Stereotyped Expectations, 2) Stereotyped, Fair and Affirmative, 3) Community Helpers, 4) Children in Day Care, 5) Females in Fairy Tales and 6) Male Images in Cartoons. At the appropriate time each transparency is introduced on the tape; following this, there is a short pause to allow the transparency to be put on the overhead projector. You may want to stop the tape during this pause to allow everyone to read the transparency.

Copies of the handouts should be made and distributed to members of the group prior to beginning the tape. Copies can be made by using any copying machine or by using a Thermofax machine to make ditto masters of the handouts.

Transparencies can be made from the transparency masters by covering the master with a sheet of transparency film and running both the sheet and the master through a Thermofax machine.

This module is part of a series of instructional modules on sex-role stereotyping in education. Other modules are available in Language Arts, Social Studies, Mathematics, Physical Education, Human Growth and Development, Science, Fine Arts, Business Education, Curriculum, Special Education, and Research and Measurement.

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HANDOUTS

CHECK YOUR CLASSROOM

Do teachers use the same standards and the same punishments for students regardless of sex?

Do teachers value and encourage independent and assertive behavior?

Do teachers encourage male and female students to share jobs equally?

Do teachers greet girls and boys equally?

Do teachers encourage boys and girls to use housekeeping and dress-up areas?

Do teachers encourage girls and boys to use climbing and construction equipment?

Do teachers encourage girls as well as boys to build with blocks?

Do teachers encourage the children to feel free to get messy?

Do teachers encourage the children to be assertive and independent?

Are girls and boys equally encouraged to use art materials?

Are community helper figures interracial and non-stereotyped?

Are pictures on the walls non-sexist, cross-cultural (multi-ethnic) and interracial?

Are boys and girls equally responsible for tidying up?

SOURCES OF NON-STEREOTYPED MATERIALS AND ACTIVITIES

RESOURCES

Action for Children's Television, 46 Austin Street, Newtonville, Mass. 02160

Child Development Project, Women's Action Alliance, 370 Lexington Avenue, New York, N.Y. 10017

Croft, Doreen J., Be Honest with Yourself, Wadsworth Publishing Company, Belmont, Calif., 1976

Greenberg, Selma, Right from the Start, Houghton Mifflin, Boston, 1978

Guttentag, Marcia and Helen Bray, Undoing Sex Stereotypes: Research and Resources for Educators, McGraw-Hill, New York, N.Y., 1976

Sprung, Barbara, Non-Sexist Education for Young Children, Citation Press, New York, N.Y., 1975

FILMS FOR TEACHERS AND PARENTS ABOUT NON-SEXIST EARLY CHILDHOOD EDUCATION

The Time Has Come
The Sooner the Better
Third Eye Films
12 Arrow Street
Cambridge, Mass. 02138

SOURCES OF NON-SEXIST GAMES AND MATERIALS

Career Awareness Materials
Instructo/McGraw-Hill
Cedar Hollow Road
Paoli, Pa. 19301

Occupational Puzzles
The Judy Company
250 James Street
Morristown, N.J. 07960

Play Scenes Lotto
Our Helpers Play People
My Family Play Group
Milton Bradley
Education Division
Springfield, Mass. 01101

BIBLIOGRAPHIES OF CHILDREN'S BOOKS THAT EXPAND, NOT LIMIT

Any Child Can
San Diego NOW
P.O. Box 22264
San Diego, Calif. 92122

The Feminist Press
Box 334
Old Westbury, N.Y. 11568

Girls and Boys ... Together
Feminist Book Mart
162-11 Ninth Avenue
Whitestone, N.Y. 11357

Human and Anti-Human Values in Children's Books
Council on Interracial Books for Children
1841 Broadway
New York, N.Y. 10023

Little Miss Muffet Fights Back
Feminists on Children's Media
P.O. Box 4315
Grand Central Station
New York, N.Y. 10117

Lollipop Power
SASA
Box 1171
Chapel Hill, N.C. 27514

COMMUNITY HELPERS

The left column lists terms that exclude women. On the right, list terms with the same meaning that include both sexes. Try to use words that are already in existence rather than replacing "man" with "person."

Male-Oriented Terms	Person-Oriented Terms *
Policeman	
Mailman	
Garbageman	
Fireman	
Milkman	
Weatherman	
Newspaperboy	

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* For more suggestions, free guidelines on person-oriented language are available from:

Southwestern Publishing Company
5101 Madison Road
Cincinnati, Ohio 45227

Holt, Rinehart & Winston
383 Madison Avenue
New York, N.Y. 10017

Houghton Mifflin Company
1 Beacon Street
Boston, Mass. 02116

McGraw-Hill Book Company
1221 Avenue of the Americas
New York, N.Y. 10036

Ginn and Company
191 Spring Street
Lexington, Mass. 02173

Scott, Foresman & Company
1900 E. Lake Avenue
Glenview, Ill. 60025

BE HONEST WITH YOURSELF *

A FATHER'S CONCERN

A visiting father sees his son dressed up in girls' clothing. He is clearly upset with you for allowing this to happen. He takes his son aside and talks to him.

My probable reaction: (Fill in your 3 most probable responses.)

I would join the discussion and _____

_____

I would leave them alone and _____

_____

I would try to explain to the father that _____

_____

I would tell both of them there's nothing wrong with the child's being dressed that way and _____

_____

I would agree with the father and _____

_____

I would ask the father to _____

_____

I would ask the Director to talk to the father about _____

_____

Other _____

_____

Questions: How do I feel about the father's reaction?	How do I feel about my response?	How does the child probably feel?

* From Be Honest with Yourself: A Self-Evaluation Handbook for Early Childhood Education Teachers by Doreen J. Croft. Copyright © 1976 by Wadsworth Publishing Company, Inc., Belmont, Calif. 94002. Reprinted by permission of the publisher.

CHECKLIST FOR EVALUATING EARLY CHILDHOOD MATERIALS

1. How many central characters are:
   - minority male ____
   - minority female ____
   - white female ____
   - white male ____

2. Do males:

	Yes	No
display emotions		
ask for help		
admit mistakes		
nurture others		
accept suggestions/ criticisms		

3. Do females:

	Yes	No
assert themselves		
direct activities		
solve problems		
use initiative		
display anger		

4. Is respect shown for:

	Yes	No
females		
males		
minorities		
old(er) people		
handicapped people		
alternate life styles		
different cultures		

Note

Watch out for little cuddly animals and adorable machines. They can be the most limiting of all. A huffy little determined he-train which doggedly puff-puffs to the top of the hill may have she-trains cheering him on--but seldom pulling at his side or in front of him. Be wary of charming Momma Bears who constantly decorate doorways, wearing little aprons and holding a broom in one hand, while waving goodbye to Papa Bear who is on his way out into the world. Characters can give messages to children that will limit, not expand, their world.

WHAT YOU CAN DO

Our Suggestions:

1. Remember that neutral isn't enough. Actively encourage both girls and boys to become involved in a wide variety of activities.

2. Have both girls and boys introduce new games and activities. Make sure that the children know that it is good for girls and boys to play with this toy or that activity.

3. Work with another teacher to determine if you are giving girls and boys comparable amounts of attention.

4. Watch your language. Try to eliminate the use of "man" when you mean "people." Praise students for their accomplishments rather than their physical attributes.

5. Select and use materials that are both non-sexist and non-racist.

6. When using stereotyped material, discuss with the children the problems and inequities in the materials.

7. Bring in a variety of guests to talk to children who are in both non-traditional and traditional roles.

Your other ideas:

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Belotti, Elena Gianni, What Are Little Girls Made Of? Schocken Books, Inc. New York, 1976.

Breitbart, Vicki, The Day Care Book, Alfred A. Knopf, New York, 1974.

Comer, James F., and Alvin F. Pouissant, Black Child Care, Simon & Schuster, New York, 1975.

Czaplinski, Suzanne, Sexism in Award-Winning Picture Books, KNOW, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221, 1973.

Edmiston, Susan, The Psychology of Day Care, KNOW, Inc., P.O. Box 86031, Pittsburgh, Pennsylvania 15221.

Fagot, Beverly I.(University of Oregon), "Consequences of Moderate Cross-Gender Behavior in Preschool Children," Child Development, 44, 1977, pp. 902-907.

*Haskins, Ron, Dale Farran, and Joseph Sanders, "Making the Day Care Decision," Parents' Magazine, April 1978, p. 58.

*Howe, Florence, "Sexual Stereotypes Start Early," Saturday Review, October 16, 1971, p. 76.

Montessori, Maria, The Secret of Childhood, Fides Publishers, Inc., Notre Dame, Indiana, 1966.

Murrow, Casey, and Lisa Murrow, Children Come First, Harper & Row, New York, 1971.

Serbin, Lisa A., and K. Daniel O'Leary, "How Nursery Schools Teach Girls to Shut Up," Psychology Today, December 1975, p. 57.

Serbin, Lisa A., Jane M. Connor, Carol J. Burchardt, and Cheryl C. Citron (State University of New York at Binghamton), "Effects of Peer Presence on Sex-Typing of Children's Play Behavior," Journal of Experimental Psychology, in press.

Serbin, Lisa A., Jane M. Connor, and Iris Iller (State University of New York at Binghamton), "Sex-Stereotyped and Non-Stereotyped Introduction of New Toys in the Preschool Classroom: An Observational Study of Teacher Behavior and Its Effects," Psychology of Women Quarterly, in press.

*Simmons, Barbara, "Teachers Be(a)ware of Sex Stereotyping," Childhood Education, February 1976.

Starting Out Right, Children's Literature Review Board, Wisconsin Department of Public Instruction, 1972.

Vroegh, Karen, "Young Children's Sex Roles and Knowledge of Sex Stereotypes," Institute for Juvenile Research, Chicago, Illinois, n.d.

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* Particularly recommended

TRANSPARENCIES

"RIGHT & PROPER"
STEREOTYPED EXPECTATIONS

STEREOTYPED = NO GIRLS ALLOWED

FAIR = GIRLS ALLOWED

AFFIRMATIVE = GIRLS ENCOURAGED

COMMUNITY HELPERS

Male-Oriented Terms	Person-Oriented Terms
Policeman	Police Officer
Mailman	Mail Carrier
Garbageman	Garbage Collector
Fireman	Fire Fighter
Milkman	Milk Carrier
Weatherman	Weather Forecaster
Newspaper Boy	Newspaper Carrier

CHILDREN IN DAY CARE ARE:*

- More Outgoing
- More Adaptable
- More Independent
- More Adventurous

*Sources:

"Average Day Care: Harmful or Beneficial?" Carnegie Quarterly, Vol. XXV/No. 3, Summer 1977. Information from The New York City Infant Day Care Study, Medical and Health Research Association of New York City, 40 Worth St., New York, New York 10013.

Haskins, Ron, Dale C. Farran and Joseph Sanders, "Making the Day Care Decision," Parents, Vol. LIII/No. 4, April 1978.

Caldwell, Bettye, Charlene Wright, Alice Honig, and Jordan Tannenbaum, "Infant Day Care and Attachment," American Journal of Orthopsychiatry, April 1970, Vol. 40/No. 3.

Breitbart, Vicki, The Day Care Book, Alfred A. Knopf, New York, 1974.

FEMALES IN FAIRY TALES

SLEEPER **SWEEPER** **WITCH**

MALE IMAGES IN CARTOONS